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ABSTRACT

Issues concerning language learning strategies instruction are discussed, and its use in second language education in Japan is encouraged. It is argued that language learning strategies, largely ignored in Japanese education, are useful but can only be realized by complementing the second language curriculum. The learning strategies concept is explained, a system is presented, and research on language learning strategies instruction is reviewed. Policy and practice in Japanese high school language instruction is then outlined, and the potential place of language learning strategies alongside the existing curriculum is explored. Conceptual simplification of the system presented above is argued for, and a revised system using spiralling of strategies and a "menu approach," in which learner objectives and specific learner needs can drive selection of strategies, is described. It is concluded that language learning strategies instruction must complement the curriculum and be made accessible for curriculum-oriented teachers and independent learners. (MSE)

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Language Learning Strategies Instruction and Use in the Japanese Foreign Language Curriculum: A"Menu Approach"

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Keywords: Language Learning Strategies, Learner Autonomy/Independence

I The Importance of Language Learning Strategies

The importance of language learning strategies in making language learning more efficient and effective has been extensively investigated and reported on (Chamot and O'Malley, 1994; O'Malley and Chamot, 1990; Oxford, 1990; Wenden and Rubin, 1987). These studies, together with a multitude of others (see for example the edited work by Oxford, 1996), have shown that use of language learning strategies produces a positive effect on student achievement in language learning and use, the combinative result of metacognitive, cognitive, affective, and social processes.

In this paper, I will examine issues concerning language learning strategies instruction and use from a viewpoint of practical application, rather than theoretical understanding or expansion. Although there remains much to discover concerning the nature and effect of learning strategies, ultimately, the value of learning strategies will only be realized if learners can effectively put them to use. In that sense, learning strategies instructional strategies are as important as the learning strategies themselves. This paper will provide the starting point in the development of materials designed to aid both teacher and learner in autonomous/independent language learning strategies instruction and use.

Learning strategies use can be undertaken as an integral element of course curriculum. Indeed, several curriculum which incorporate language learning strategies instruction and use within a comprehensive, content-based course curriculum have been developed. However, learning strategies use can also be considered an approach undertaken by autonomous/independent learners in fully autonomous and independent learning environments. In this case, instruction must accommodate an autonomous/independent approach. As will be pointed out in this paper, there are practical arguments both in favor of strategies instruction being undertaken as a part of an overall curriculum and being undertaken as a completely separate topic. In Japan, language learning strategies (and subsequently, learning strategies instruction) have, for the most part been ignored by virtue of curriculum orientation, in the past by the Grammar-Translation approach, an effective

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means to succeed in the various levels of entrance examinations, and at present by the focus on Oral Communication, as dictated by the Ministry of Education.

However, I opine that the broadest potential for language learning strategies will not be realized unless the concept and practice are developed in a manner which both complements the existing foreign language curriculum, and is accessible for both the curriculum -directed language teacher and the autonomous/independent language learner. In this sense, language learning strategies should ultimately be complementary to any curriculum (rather than replacing it), pragmatically and clearly organized and outlined (rather than theoretically complex), and learner accessible and readily operationalizable (rather than teacher dependent).

I opine that the potential of language learning strategies will only be realized by bridging the gap between learning strategies as an element imbedded in the course curriculum and learning strategies solely as the tools of the autonomous, independent learner. As a proposal to bridge this gap, I will introduce what I have chosen to call a Menu Approach to language learning strategies instruction and use. This Menu Approach will facilitate tailoring of strategy instruction and use on the basis of curricular orientation, teacher understanding, and learner needs. The Menu Approach has been developed around three themes, simplification of the learning strategies model, operationationalization of the learning strategies control continuum in mastering learning strategies, and application of learning strategies strategy spiralling in actual learning activities. The latter two notions were originally developed by Oxford (1990; 1996), however, both require contextualization for the Menu Approach. The paper closes with a tentative model for learning strategies introduction/ instruction and specific recommendations for further research relevant to the introduction of learning strategies in the Japanese English language instructional setting.

II **The Complexity of the Learning Strategies Concept**

Cohen referred to the need for "clarification for a field that has become characterized by a plethora of terminology and a dearth of clear understandings as to what the terms actually refer to" (1995, p. 3). I would concur. Moreover, from a standpoint of practical, learner application, it is increasingly important to introduce terminological and objectives oriented rigor into the field of learning strategies.

Language learning strategies, a language specific subset of what can called Universal Learning Strategies,[1] are based on cognitive learning theory and Rubin's (1975) work on successful language learners. In cognitive theory, learning is seen as an active, constructivist process in which learners select and organize informational input, relate it to prior knowledge, retain what is considered important, use the information appropriately, and reflect on the outcomes of their learning efforts (Gagné et al., 1993; Shuell, 1986). Due to the intricate set of mental processes involved in language acquisition, second language acquisition has been construed as a complex cognitive skill. Rubin (1975) suggested that these cognitive processes can be identified in good language learners by examination of

their use of specific strategies.

The seminal definition of language learning strategies was developed by Oxford (1990, p. 1), as "steps taken by students to enhance their own learning." She continues, stating that students in the process of language learning can make particular use of learning strategies as "tools for active, self-directed involvement." In addition to the contributions of Cohen (1987, 1990), O'Malley and Chamot (1987, 1990, 1993), Ehrman and Oxford (1989, 1990) and Nyikos (1991) to the field of learning strategies research, a multitude of research and papers regularly appear in the literature concerning the effects of strategy instruction on student learning and performance. While this research has contributed mightily to our understanding of language learning strategies, it has spawned theoretically based distinctions which have somewhat obfuscated the issue of not only introducing a clear and coherent methodology of strategy instruction to learners, but also making it accessible to independent, autonomous learners.

One of the fundamental distinctions of increasing importance is the difference between language learning strategies and language use strategies. As implied by the terminology, language learning strategies have the explicit goal of assisting learners in improving their knowledge of the target language, while use strategies, which can be subdivided into performance and communication strategies, have as an objective to aid learners in the actual use of the language. Some researchers stress a distinction between learning and communication strategies (O'Malley and Chamot 1990), while others disagree, contending that communication strategies ultimately allow the learner to stay in the communicative setting longer and reap more benefit from the communicative experience (Oxford, 1990).

In addition to this cognitive learning orientation versus functional use orientation distinction, specific language learning and use strategies have been differentiated on the basis of their cognitive, metacognitive, and affective/social aspects (Chamot 1987, Oxford 1990). Cognitive strategies involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the target language. It is in the cognitive realm that the functional distinction between reading, writing, listening, and speaking arises. Metacognitive strategies concern the management of the learning and include such activities as needs assessment, activities planning and monitoring, and outcome evaluation. Affective/social strategies can be separately examined as affective strategies, those which aid the learner in regulating emotions, motivation, and attitudes, including strategies for self-encouragement and reducing anxiety, and social strategies, those which address the actions learners take in order to communicate with others in actual communicative acts, such as asking questions for clarification and cooperating with others in communication. The most comprehensive scheme, the Strategy Inventory for Language Learning (SILL) developed by Oxford (1990), goes further, separating strategies into six specific categories: memory, cognitive, compensation constituting direct learning strategies, and metacognitive, affective, and social strategies constituting indirect learning strategies. Each of these is further subdivided, which the end result a compendium of 60 strategies, as

shown in Figure 1.

Figure 1: Oxford's Language Learning Strategies System

Hierarchically grouped under Direct Strategies and Indirect Strategies as Strategy Group (I .II.III.); Strategy Set (A. B. C. . . .); and Learning Strategy (1. 2. 3. . . .). In her book, Oxford provides specific instructions and examples for each strategy.

Direct Strategies

I . Memory Strategies
- A. Creating mental images
  - 1. Grouping
  - 2. Associating/elaborating
  - 3. Placing words in context
- B. Applying images/sounds
  - 1. Using imagery
  - 2. Semantic mapping
  - 3. Using keywords
  - 4. Representing sound in memory
- C. Reviewing well
  - 1. Structured Reviewing
- D. Employing action
  - 1. Using physical response
  - 2. Using mechanical techniques

II. Cognitive Strategies
- A. Practicing
  - 1. Repeating
  - 2. Formally practicing
  - 3. Recognizing pattern/formulas
  - 4. Recombining
  - 5. Practicing naturalistically
- B. Receiving/Sending messages
  - 1. Getting the idea quickly
  - 2. Using means to receive/send
- C. Analyzing and reasoning
  - 1. Reasoning deductively
  - 2. Analyzing expressions
  - 3. Analyzing across languages
  - 4. Translating
  - 5. Transferring
- D. Creating structure for input and output
  - 1. Taking notes
  - 2. Summarizing
  - 3. Highlighting

III. Compensation Strategies
- A. Guessing intelligently
  - 1. Using linguistic clues
  - 2. Using other clues
- B. Overcoming limitations in speaking/writing
  - 1. Switching to mother tongue
  - 2. Getting help
  - 3. Using mime or gesture
  - 4. Avoiding communication
  - 5. Selecting the topic
  - 6. Adjusting or approximating
  - 7. Coining new words
  - 8. Using a circumlocution/synonym

Indirect Strategies

I . Metacognitive Strategies
- A. Centering learning
  - 1. Overviewing/linking
  - 2. Paying attention
  - 3. Delaying speaking to focus on listening
- B. Planning learning
  - 1. Learning about learning
  - 2. Organizing
  - 3. Setting goals and objectives
  - 4. Identifying purpose of a task
  - 5. Planning for the task
  - 6. Seeking practice opportunities
- C. Evaluating learning
  - 1. Self-monitoring
  - 2. Self-evaluating

II. Affective Strategies
- A. Lowering anxiety
  - 1. Using relaxation techniques
  - 2. Using music
  - 3. Using laughter
- B. Encouraging yourself
  - 1. Making positive statements
  - 2. Taking risks wisely
  - 3. Rewarding yourself
- C. Judging emotional status
  - 1. Listening to yourself
  - 2. Using a checklist
  - 3. Writing a language diary
  - 4. Discussing your feelings

III. Social Strategies
- A. Asking questions
  - 1. Asking for clarification
  - 2. Asking for correction
- B. Cooperating with others
  - 1. Cooperating with peers
  - 2. Cooperating with proficient users
- C. Empathizing with others
  - 1. Developing cultural understanding
  - 2. Becoming aware of others' thoughts and feelings

Source: Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (1990; Heinle & Heinle)

Unfortunately, the distinction within the various functional orientations, from learning to performance and from performance to communication, are not so clear cut. Likewise, the divisions between the metacognitive, affective, social, cognitive, memory, and compensatory processes in attaining certain learning (and use) objectives overlap as well. As Cohen (1995) pointed out, performance strategies include both cognitive learning strategies and solidification strategies, as well as development and use of compensation strategies. Although, in reality, the language learning strategies concept is a continuum from the broad strategies which underlie effective learning in any topical domain to the specific activities oriented toward mastering, first, the language specific knowledge and, second, the language specific skills needed to effect communicative outcomes, we must develop and maintain a clear and concise hierarchy from the general approach of basic learning strategies to the specific language learning or communicative technique.

Indeed, despite the comprehensive, multi-levelled, and theoretically-sound language learning strategies taxonomies which do exist (O'Malley & Chamot 1990, Oxford 1990, and Wenden 1991), Cohen (1995) opines that there is necessity for greater care in specifying strategies on the basis of what is relevant for the given learner in the given context. Thus, while language learning strategies, performance strategies, and communication strategies overlap in some regards, for the sake of both teacher and learner, brevity and clarity are important themes to consider in the development of a learning strategies instruction model.

III Language Learning Strategies Instruction

In theory, language learning strategy instruction can be undertaken at any educational level, in a variety of forms, and with a range of both general and specific outcome objectives. Oxford & Leaver (1996) identified the factors germane to any undertaking of learning strategy instruction as level of education, direction of instruction, degree of integration into the existing curriculum, location of instruction and use of resources. While each of these separate factors can be conceived as describing a continuum, from young learner to older, from teacher directed to learner directed, from totally integrated to more detached, from in-class to independent and from high use of prescribed resources to low use of prescribed resources, the principal factor, which is influenced by, and yet ultimately influences all other factors is the degree of integration of strategies instruction into the overall curriculum. The degree of integration in a sense represents the continuum of strategies instruction which exists from the comprehensive curriculum-based program to specific and detached skill- or task-oriented interventions. Indeed, this continuum can readily be seen in the range of approaches, models, instructions, and introductions which are described in Oxford's (1996) edited work *Language Learning Strategies Around the World: Cross-cultural Perspectives.*

Representative of a fully-integrated learning strategies curriculum is the CALLA Model (Cognitive Academic Language Learning Approach) developed by Chamot and O'Malley

(1987) for learners at the elementary and secondary level. The model is an integration of three components, direct strategy instruction, topical content and English language study and was designed to be a "bridge to the mainstream" for post-beginner English as Second Language learners by developing their cognitive academic language proficiency through active participation in content-area study.

Related to the degree of curricular integration is the notion of embeddedness. Wenden (1986) found that informed strategy instruction, in which the need, usefulness, and benefits of a given strategy were emphasized, was superior to blind instruction, in which the strategies are embedded into tasks and instructional materials without informing learners of how to use, apply, and transfer them. Indeed, explicit and informed direct-strategy instruction has been found to be superior to implicit, blind or imbedded instruction precisely by virtue of the emphasis which can be place on respective aspects of learners' individual needs and the respective usefulness and benefits of various strategies (Flaitz and Feyten, 1996).

Furthermore, while the various studies on the curriculum integrated models (Chamot, Barnhardt, El-Dinary, and Robbins, 1996; Chamot and O'Malley, 1996; Kidd and Marquardson, 1996) point to the effectiveness of a long-term strategies instructional curriculum, it is also true that adoption of such fully integrated models demand a host of concessions on the part of both teachers and learners.

First of all, for any integrated model to be effective, teachers must be prepared to make a conceptual shift toward a learner-centered classroom, make the necessary adjustments in their existing curriculum, learn the specific techniques of language learning strategies, as well as strategy instruction, and accept a certain element of uncertainty that comes with such curriculum changes. Many teachers, particularly in an environment rife with pedagogical and curricular contradiction concerning how and what students should be taught, are uncomfortable with the unfamiliar and unwieldy nature of learning strategies, and for the most part may ignore or even resist them (Nyikos, 1996).

As well, some learners, when confronted by the new notion of language learning strategies, also become overwhelmed and frustrated by the reality of having choices (Chamot, 1993). Ely's research on learners' tolerance of ambiguity (1995) speaks volumes on this aspect and emphasizes the importance of model clarity highlighted above. Moreover, different learners have distinctively unique needs and specific strategies deficiencies. No single strategy or technique fits every learner. Ultimately, the strategies which learners make the most use of and yield the most benefit are those which are clearly needed in their learning and are readily operationalizable at their learning level and in their learning environment. Unfortunately, studies have revealed that language learners may not use the strategies which research indicates would be most effective in the learning process (Nyikos and Oxford, 1993). As such the need for task- or skill-specific strategies instruction arises and the question shifts from development of a language learning strategies curriculum to consideration of the form and treatment of the specific strategy instruction and use.

To this end are those instructional approaches and models which are partially to totally detached from the existing curriculum, in which instruction can be undertaken along a continuum from task-specific strategies instruction or activities to totally independent strategy use activities. Such instruction can be facilitated through in-class description, variously combined with modeling, practice, evaluation, and directions for transfer, and furthermore can be undertaken on a regular, random or one-time instructional basis, and can be incorporated into language textbooks as independent learning sections or simple left to totally detached guidebook type materials.

As Hajer et al. (1996) found in their report on how print materials provide strategy instruction, such materials were, for the most part, explicit and, although spread across the four skills (listening, reading, speaking, writing), concentrated primarily on cognitive strategies and to a lesser degree memory, compensation, and metacognitive strategies, while ignoring affective and social strategies altogether. Unfortunately, they also opined that researchers have not carefully studied the specific benefits of language strategy instruction in various forms, for example, those inserted into the language learning material, those which do not teach a language per se but instead how to learn a language, and those which are fully separate and self-directed set of instructional materials designed to parallel existing courses of study.

Ⅳ Language Learning Strategies Instruction in the Japanese Foreign Language Curriculum

With its reorientation toward Oral Communication in Japanese high schools, the Japanese Ministry of Education dictated a dramatic shift in English education. As Knight (1995) pointed out, this shift highlighted the difficulties in adopting a new curriculum, on the one hand, by virtue of the lack of a coherent and clear syllabus and on the other, by lack of teacher confidence in developing and applying the new Oral Communication oriented curriculum. These difficulties would also be counterproductive to any attempts to introduce a comprehensive integrated learning strategies curriculum into Japanese foreign language classrooms.

I would opine that the shift from Grammar Translation to Oral Communication is also indicative of a continued lack of attention given to the important notion of learning. Although this shift represents an attempt to reorient the learning objective from entrance examination preparation to actual communicative skills, many students are still unable to communicate effectively. Although it is not my purpose to argue this point in this paper, one reason for this may be lack of content and skills mastery, which may in part be due to the lack of any learning orientation to the curriculum. While I understand the importance of, and indeed, ultimately support communication strategies instruction, I would argue that for the general student, the focus should be on learning first and communication second.

As a result of the Oral Communication orientation, much of the strategies related

research undertaken in Japan is directed toward strategies in communication and speaking. Reports by Russell and Loschky (1998) on the need to teach communication strategies, Kitajima (1997) on the influence of learning context on learners' use of communication strategies, Miyazaki and Pirotta-Maruyama (1996) on the nature of social strategies used by learners in interactive intercultural contact situations, and Dadour and Robbins (1996) on using strategy instruction as a means to improve speaking ability, all point toward a preoccupation with communication strategies, a preoccupation which neglects the potential of pure learning strategies. Russell & Kenny (1998) do hedge, stating that communication strategies instruction is valuable for foreign language learners if the strategies practiced in class are chosen for learning as well as communication value. However, an important factor not to be overlooked is the importance of basic learning strategies in anchoring fundamental language skills. Indeed, Dadour and Robbins (1996) alluded to this fact in their assertion (after Rost and Ross, 1991) that "once a foundation for understanding has been laid by the acquisition of vocabulary and basic structures, the learner must have the opportunity to engage in interaction in the target language in order to expand upon that basic knowledge" (p. 164). We can not assume that communication can fully address learning (in the same way many asserted that grammar-translation did not address communication). Language learning must be a fundamental element in the English language educational curriculum in Japan, with an accordant focus on language learning strategies, after which use strategies (performance and communication) constitute an equal but chronologically secondary step.

Oxford (1996) pointed out that culture can exert significant influence on the potential for and means to accomplish the introduction of language learning strategies. She specifically pointed out that culturally-based beliefs and attitudes affect student's motivation and therefore their use of language learning strategies. She further noted that the relative differences in native language and target language can have influence on strategy selection and the best means for strategy instruction. I would add that the broad educational objectives, and any contradiction or lack of consensus therein, as well as individual educational experiences influence the acceptance and broad use of language learning strategies, specifically in terms of strategies introduction on behalf of teachers and utilization on the part of learners. Rohlen and LeTendre (1996) pointed out that the general framework of the Japanese educational process is not oriented toward education and learning, but rather toward socialization to the group in elementary school, increased challenge, which is countered by self-discipline, individual work and concentrated effort in junior and senior high school, followed by resocialization through intense group identification and activities at university. Dadour and Robbins (1996) confirmed this lack of student motivation in learning, when, based on their use of the Problem Solving Process Model as a means of strategy instruction to improve speaking ability in university classrooms in Japan, they alluded to student non-involvement in the learning process. They further pointed out that the desire of Japanese students to passively absorb information provided

by teachers, itself a learning strategy, was the major obstacle to successful learning strategy instruction.

V Conceptual Simplification, the Control Continuum, and Strategy Spiralling - The Menu Approach

In Section II of this paper, I argued for the necessity for conceptual simplification of the learning strategies model originally developed by Oxford, and in Section III, I noted the complexity and consequences of the learning strategies curriculum integration-detachment continuum. In Section IV, I noted both how the current Oral Communication curriculum in Japan represents a continued lack of attention given to learning, and how the Japanese education system itself tends to discourage an active, constructivist approach to learning. In this section, I will consider how learning strategies can be introduced into an existing foreign language curriculum in a manner which complements the existing curriculum and is teacher and learner accessible, through what I have chosen to call the Menu Approach.

The Menu Approach is metaphorical representation of a language learning strategies instructional approach based on the principals of task-oriented application and self-directed choice.[2] This approach reflects the necessity of combining the various threads of learning strategies introduced in this paper (clarity as opposed to complexity, detachment as opposed to integration, a fundamental learning orientation as opposed to a communicative orientation) into one practical approach which both complements teacher-centered, grammar oriented instruction and student-centered, communicative-oriented instruction and is feasible as an independent, self-directed learning curriculum. The development of this Menu Approach rests on three principal themes, conceptual simplification of the learning strategies model, operationalization of the control continuum as a means of strategy instruction, and introduction of strategy spiralling as a means of maximizing the benefits of learning strategies.

Conceptual Simplification

As pointed out, despite the comprehensivity and theoretical soundness of Oxford's seminal learning strategy system, the necessity for simplicity in making the model accessible for both teacher and learner is clear. In Figure 2, I have simplified Oxford's scheme, with my organizing principles being to reduce the number of choices by eliminating extraneous options and clarify strategy options by reorganizing the relational logic, necessary for the user to be able to orient him or herself in the overall strategies scheme and select appropriate strategies based on needs. The order of the scheme is from indirect to direct, in order from metacognitive, affective, and social to memory, cognitive, compensatory. I minimized the abstractness in the affective section, and included only compensation strategies which contribute to learning by enabling learners to engage in communication (a concession to Oxford's assertion that communication strategies ultimately allow the learner to learn through the experience of communicating). As was the case with Figure 1

(Oxford's original Language Learning Strategies Scheme), although necessary in the eventual Menu Approach based language learning strategies instructional materials, I have not included specific instructions or examples for specific strategy use in this paper.

Figure 2: A Simplified Language Learning Strategies Scheme

Indirect – Metacognitive

Plan learning	-Learn about learning; learn about language
	-Organize environment (schedule, place, etc.) & materials (text, notebooks, videos, etc.)
	-Identify goals and objectives -long term / per class, book / per learning session
Center learning	-Preview and link material to learned with known material
	-Identify purpose of each learning task; use selective focus based on learning objective
Evaluate learning	-Self-monitor learning strategy use
	-Self-evaluate success with specific learning strategies

Indirect – Affective

Encourage yourself	-Make positive statements
	-Reward yourself
Lower anxiety	-Listen to yourself & develop personal relaxation techniques

Indirect – Social

Use cooperative learning	-Cooperate with proficient users
	-Cooperate with learning peers
	-Ask for error correction
Empathize with others	-Understand others' thoughts and feelings and perspective

Direct – Cognitive

Analyze and reason	-Analyze expressions: break into parts and compare/contrast with known language
	-Analyze expressions: find patterns and formulas
	-Reason deductively: examine from general rules to specific cases
	-Translate or transfer to and from mother tongue or familiar content or skill
Create structure	-Highlight
	-Outline and make notes
	-Paraphrase and summarize
Practice	-Read and repeat (orally and silently)
	-Use formal pattern practice (oral, aural, and written)
	-Recombine familiar patterns
	-Seek naturalistic practice opportunities

Direct – Memory

Use action	-Use physical (body) action or representation
	-Use self-produced materials (notecards, markers, etc.)
Use mental images	-Use visual imagery
	-Use semantic mapping
	-Use similarity or familiarity to represent sounds and vocabulary
Create mental links	-Use visual, auditory, or mental keywords
	-Group content to be learned into meaningful categories and groupings
	-Create associations between known content and content to be learned
	-Put words into a meaningful context
Overlearn with review	-Use structured repetition and overlapping review

Direct – Compensation

Get the message	-Get the main idea or focus on a predetermined objective
	-Guess using clues (linguistic or other)
Overcome limitations	-Select or change the topic
	-Ask for content clarification
	-Use mother tongue, mime, or gesture
	-Adjust or approximate meaning
	-Use a circumlocution/synonym/new word

Source: based on Rebecca L. Oxford's Strategy System;
(*Language Learning Strategies: What Every Teacher Should Know,* 1990; Heinle & Heinle)

The Control Continuum

The next step in developing the Menu Approach concerns operationalization of the control continuum. The control continuum is a notion described by Oxford & Leaver (1996) which describes the progressive levels of awareness, attention, intentionality, and control which can be brought to language learning strategy instruction and use. In any given learning situation, students will be at different levels and will approach increasing levels of control with different time frames. Some learners may intuitively be using a particular strategy at the intentional level while others are just reaching awareness or attention of a particular strategy.

Generating awareness of learning strategies can be accomplished as simply as having learners take part in a personal learning strategy assessment. Strategy assessment, through such activities as surveys, think-alouds, diaries, and group discussions, helps students reflect on their own intuitive and intentional strategy use. Awareness can also be fostered by strategy awareness games or introductory lectures, however, generating awareness does not directly entail any strategy instruction. At the attention level, actual instruction of specific learning strategies is undertaken. This can be done by having learners brainstorm general learning strategies, after which, the individual learners' databases of learning strategies increases, and they begin to note both which strategies are used for specific learning objectives and which strategies provide the best material-objective strategy fit. Intentionality comprises both an affective step which the learner makes with regard to learning strategies use as well as an active step in which learners increasingly transfer known strategies to new tasks and initiate and plan specific strategies use with regard to learning and task needs. With intentionality, the learner makes the intentional commitment or decision to use language learning strategies as a part of their learning. Control is considered the highest level of strategy use, in which learners undertake self-assessment and evaluation of strategy use and make self-initiated adjustments while continually incorporating language learning strategies in the process of their studies. In a sense, learning strategy control returns the learner to the state of unconscious awareness of learning strategy, but in this case, by virtue of familiarity and ease of use. The notion of the control continuum with regard to learning strategies fits well with the themes of learner autonomy and independent learning. Indeed, inherent in the notion of language

learning strategies is the idea of learner autonomy and capability to learn independently, where the goals of strategy instruction "is to help students become more self-directed, autonomous, and effective learners," (Oxford & Leaver, 1996, 228).

Oxford (1990) developed a multi-step strategy instruction program termed "strategy-plus-control" characterized by assessment of current strategy use, identification of the strategies to be learned, specific strategy instruction, followed by explicit demonstration, discussion, evaluation, and transfer of strategies with ongoing evaluation of effectiveness of instruction and stress on the importance of flexibility in individualizing or adapting strategies to specific needs. As valuable as such a "strategy-plus-control" instructional program itself may be, it is important for purposes of the objective of this paper to consider the control continuum as a factor dictating the outline and independent accessibility of the Menu Approach.

Learning Strategy Spiralling

The notion of strategy spiralling is important in terms of effectively applying language learning strategies to specific learning (and communication) tasks, and in this sense, is not as important to language learning strategy instruction as to language learning strategy use.[3] As Scarcella and Oxford (1992) point out, there is a need to recognize the level of integration of the four main language skills (listening, reading, speaking, and writing) and the importance of extensive subsidiary language skills, such as study skills, vocabulary, pronunciation, grammar, punctuation, etc. in language instruction and use. This integration and overlap exists in the realm of learning strategies as well. The metacognitive processes of planning, monitoring, and evaluating at the learning-management macro-scale supersede and organize the overall learning process and provide the framework for the cognitive objectives related to problem solving at the micro-scale specific-learning task level. The affective aspects of self-encouragement and attitude maintenance are just two of the many themes which must be maintained continuously throughout the full learning process. The indirect social strategies which underlie the compensation strategies and the necessity for real-time memory and cognitive response reflect the importance of strategy cross-over and spiralling throughout the entire spectrum of learning strategies which is called for by a single communicative encounter. Even a fairly well defined task such as reading a passage can be seen to potentially include numerous learning strategies, depending on the assignment (or not) of any specific reading objective and learner strengths and weaknesses. In short, there is a combinative, overlapping, and continual spiralling of the full complement of learning strategies in any task, in which the metacognitive, affective and social, together with memory, cognitive, and compensatory, are applied to various learning and use tasks.

The Learning Strategies Menu Approach

Therefore, with the instructional orientation of increasing learner control and the

practical orientation of spiralling, I advocate what can be called the Language Learning Strategies Menu Approach. Obviously, the Menu itself is just that, and in that sense, it is only a guide which the learner can initially use as an independent learning strategy instructional map. Once the learner has a relative amount of attention, intention, and control, the menu can be used as a guide in the selection and use of specific language learning strategies as dictated by task objective or learner need. It goes without saying that descriptions, explanations, and examples of strategy use must accompany the menu.[4]

In the Menu Approach, the language learning strategies are considered a complementary element to the existing curriculum, one which does not alter the existing curriculum itself, but instead merely enhances the effectiveness and efficiency with which the learner may approach learning as dictated by the curriculum orientation. The Menu is structured to address the both the learning objectives identified by the curriculum as well as the specific, individual learning needs of the learner. Furthermore, the Menu Approach enhances autonomous and independent learning, as a learning strategies guide for the learner who is otherwise on his or her own. I have identified five basic menu orientations to the Language Learning Strategies Menu Approach as follows: (also see Figure 3).

- a Learning to Learn orientation
  (Strategy Control Continuum: Awareness - Attention - Intention - Control)
- a Learning Process orientation
  (Strategy Spiralling: Preparation - Learning - Activation)
- a Traditional Skills orientation
  (Strategy Spiralling: listening, reading, speaking, writing)
- a Language Structural orientation
  (Case specific + Strategy Spiralling: vocabulary, grammar, discourse)
- an Individual Development orientation
  (Case specific; strategy group; strategy set, or specific strategy)

As indicated, each respective orientation has an inherent aspect of control or spiralling. For example, the Learning to Learn orientation is for the most part based on an increasing control continuum, whereas the Learning Process or Traditional Skills orientation is based on strategy spiralling.

Figure 3: Language Learning Strategies Instruction and Use—A Menu Approach

- **Learning to Learn orientation** (Control Continuum —— Awareness—Attention—Intention—Control)
  - —Awareness Level
    - Monitor learning: -strategies use checklist
  - —Attention Level
    - Plan learning: -learn about learning; learn about language
    - Plan learning: -organize materials—identify goals and objectives
    - Lower anxiety: -develop personal relaxation techniques
    - Encourage yourself: -make positive statements
    - Plan learning: -identify purpose of specific learning task
    - Center learning: -preview and link with known material

−Intention Level

intentional use of specific strategies toward a learning or use objective;
(see the Language Learning Strategies Scheme under the appropriate heading; for example, Memory; Cognitive; Compensation).

−Control Level

Center learning:	-selectively focus on specific learning objectives
Evaluate learning:	-self-monitor; self-evaluate; self-program specific learning strategies on the basis of specific learning tasks.
Use cooperative learning:	-cooperate with learning peers and/or proficient users
Encourage yourself:	-reward yourself

● **Learning Process orientation** (Strategy Spiralling —— Preparation−Learning−Activation)

−Preparation

Plan learning:	-organize materials -identify goals and objectives
Plan learning:	-identify purpose of specific learning task
Center learning:	-preview material and link with known material

−Learning

Analyze and reason	-analyze: break into parts; find patterns and formulas
	-reason: from general rules to specific cases
	-translate or transfer to native language or known skill or content area
Create structure	-outline and make notes; paraphrase and summarize; highlight
Use mental images	-use visual imagery, semantic mapping, keywords
Create mental links	-group content, create associations, put into a meaningful context
Review	-use structured repetition and overlapping review
Practice	-read and repeat; use formal pattern practice; recombine

−Activation

Practice	-seek naturalistic practice opportunities
Use cooperative learning	-cooperate with proficient users and learning peers
	-ask for error correction
Get the message	-get the main idea; guess using clues (linguistic or other)
Overcome limitations	-select or change the topic
	-ask for clarification; adjust or approximate meaning;
	-use circumlocution/synonym/new word

● **Traditional Skills orientation** (Strategy Spiralling with regard to specific skills of listening, reading, speaking, writing)

−Reading

Center learning	-preview and link material to learned with known material
	-identify purpose of each learning task; use selective focus based on learning objective
Use mental images	-use visual imagery; semantic mapping; visual, auditory, or mental keywords
Use action	-use self produced materials (notecards, markers, etc.)
Analyze and reason	-analyze expressions: break into parts and compare/contrast with known language; find patterns and formulas
	-reason deductively: examine from general rules to specific cases
	-translate or transfer to and from mother tongue or familiar content or skill
Create structure	-highlight; outline and make notes; paraphrase and summarize

−Listening

Center learning	-preview and link material to learned with known material
	-identify purpose; use selective focus
Encourage yourself	-make positive statements

Get the message	-get the main idea or focus on a predetermined objective; guess using clues
Overcome limitations	-ask for content clarification
Use mental images	-use visual imagery; keywords; similarity or familiarity to represent sounds and vocabulary
Analyze and reason	-analyze expressions: find patterns and formulas
	-translate or transfer to and from mother tongue or familiar content or skill
Create structure	-outline and make notes
Practice	-seek naturalistic practice opportunities

−Writing

Center learning	-identify purpose of each learning task
Encourage yourself	-make positive statements
Create structure	-outline and make notes
Use action	-use self produced materials (notecards, markers, etc.)
Analyze and reason	-analyze expressions: find patterns and formulas
	-reason deductively: examine from general rules to specific cases
	-translate or transfer to and from mother tongue or familiar content or skill
Overcome limitations	-select or change the topic; adjust or approximate meaning; use a circumlocution/synonym/new word
Use cooperative learning	-ask for error correction
Practice	-recombine familiar patterns

−Speaking

Center learning	-identify purpose of each learning task; use selective focus based on learning objective
Encourage yourself	-make positive statements
Lower anxiety	-develop personal relaxation techniques
Analyze and reason	-translate or transfer to and from mother tongue or familiar content or skill
Create structure	-paraphrase and summarize
Use mental images	-use visual, auditory, or mental keywords;
	-use similarity / familiarity to represent sounds and vocabulary
Create mental links	-create associations between known content and content to be used
Overcome limitations	-mother tongue, mime, or gesture
	-select or change the topic; adjust or approximate meaning; use a circumlocution/synonym/new word
Use cooperative learning	-cooperate with proficient users and learning peers
	-ask for error correction
Empathize with others	-understand others ユ thoughts and feelings
Practice	-read and repeat (orally and silently)
	-use formal pattern practice (oral and written)
	-recombine familiar patterns
	-seek naturalistic practice opportunities

- **Language Structural orientation**

(Case specific with regard to language skill learning objective; example, vocabulary, grammar, discourse)

−Vocabulary

Center learning	-preview and link material to learned with known material
Analyze and reason	-analyze expressions: break into parts and compare/contrast with known language
	-reason deductively: examine from general rules to specific cases
	-translate or transfer to and from mother tongue or familiar content or skill

Create structure	-highlight
Practice	-read and repeat (orally and silently); use formal pattern practice (oral and written)
	-recombine familiar patterns
Use action	-use physical (body) action or representation
	-use self produced materials (notecards, markers, etc.)
Use mental images	-use visual imagery; semantic mapping; visual, auditory, or mental keywords
	-use similarity or familiarity to represent sounds and vocabulary
Create mental links	-group content to be learned into meaningful categories and groupings
	-create associations between known content and content to be learned
	-put words into a meaningful context
Overlearn with review	-structured repetition and overlapping review
−Grammar	
Plan learning	-learn about language
Center learning	-preview and link material to learned with known material
	-identify purpose of each learning task; use selective focus based on learning objective
Analyze and reason	-analyze expressions: break into parts and compare/contrast with known language
	-analyze expressions: find patterns and formulas
	-reason deductively: examine from general rules to specific cases
	-translate or transfer to and from mother tongue or familiar content or skill
Create structure	-highlight; outline and make notes
Practice	-read and repeat (orally and silently)
	-use formal pattern practice (oral and written)
	-recombine familiar patterns
Use mental images	-use visual imagery; semantic mapping
Overlearn with review	-use structured repetition and overlapping review
−Discourse	
Plan learning	-learn about language
Center learning	-preview and link material to learned with known material
	-identify purpose of each learning task; use selective focus based on learning objective
Empathize with others	-understand others' thoughts and feelings
Analyze and reason	-analyze expressions: find patterns and formulas
	-reason deductively: examine from general rules to specific cases
	-translate or transfer to and from mother tongue or familiar content or skill
Get the message	-get the main idea or focus on a predetermined objective; guess using clues
Create structure	-highlight; outline and make notes
Use mental images	-use visual imagery; semantic mapping; visual, auditory, or mental keywords
Create mental links	-create associations between known content and content to be learned
Use cooperative learning	-cooperate with proficient users and learning peers
	-ask for error correction
Overlearn with review	-use structured repetition and overlapping review
Practice	-read and repeat (orally and silently); use formal pattern practice (oral and written)
	-recombine familiar patterns
	-seek naturalistic practice opportunities

● **Individual Development orientation** (Case specific at the level of strategy group; strategy set, or specific strategy)
see the Language Learning Strategies Scheme under the appropriate heading; for example, direct－memory; direct－compensation; etc.

Use of the Language Learning Strategies Menu is fairly straightforward. Given a Learning to Learn orientation, the teacher or learner simply works through the various steps as dictated by the menu by using the descriptions, explanations, examples and exercises which will accompany the menu together with whatever content material is dictated by the curriculum or chosen by the learner. Likewise, given a Learning Process orientation, the learner approaches the material to be learned using the steps outlined in the menu, again using the detailed descriptions, etc. which accompany the menu. Given a topical orientation such as a Traditional Skills orientation or a Language Structural orientation, specific learning strategies from the appropriate menu sections are used to master the material. However, given that the Menu Approach is based entirely on the Language Learning Strategy Scheme (herein a simplified version of Oxford's (1990) original Language Learning Strategies System), the potential for interpretation and variation is limitless and bounded only by the users' need and imagination.

Ⅵ Closing

I have opined that learning strategies instructional and use approaches must complement the existing curriculum and be accessible for curriculum-oriented teachers and autonomous/independent learners. To this end, I further opined that the learning strategies instructional designs were either too theoretically complex, too highly integrated, or too curriculum /teacher dependent to be of practical value to the autonomous/independent language learner. Thus, I proposed an approach to learning strategies instruction which I believe is clear, detached, and learner based, and further, will complement any specific foreign language curriculum. This I have chosen to call the Menu Approach because I believe that with a clear outline, progressive learner control in the form of a control continuum, and use of the idea of strategy spiralling, using language learning strategies is for the learner somewhat like choosing appropriate strategies from a menu. At this time, the Menu Approach exists only in this paper, however, I am excited by the next step in the development of this approach. I expect to report on the materials development and learner trials and the feedback which will be generated shortly.

Notes

1 One of the important discoveries of the modern period of learning research concerns understanding of the degree to which children spontaneously develop cognitive abilities, with no special arrangements of the learningenvironment. Such discoveries laid the foundation for the continually emerging field of research into learning processes and

"learning to learn."Although most learning strategies courses and textbooks treat learning to learn as a process of reinforcing innate good learning habits, these being the cognitive processes of learning, some include affective and social strategies. Although the number of resources outnumber possible inclusion here, I relied primarily on *Becoming a Master Student* (Ellis, 1991), *Peak Learning* (Gross, 1991), *The Learning Skills Handbook* (Amberg, 1993), and *Learning to Learn* (Frender, 1990).

2 Inspiration for the term "Menu Approach" is in part to be found in Scarcella & Oxford' s *The Tapestry of Language Learning* (1992), where they develop the guidelines for a "Tapestry Approach" to English as a Second Language instruction, one which "combines communicative, thematic, task-based learning with a concern for students' individual differences (learning styles, strategies, motivations, age, and developmental needs)"(1992, p. v).

3 My use of the term spiralling differs from Oxford's (1990), which refers to a process of structured review in which material is reviewed as needed in increasingly separated interval units until the stage of automatic use isreached (p. 67).

4 Oxford (1990) devotes the majority of her book to explaining and applying the learning strategies she developed. However, she does include brief and lucid explanations for each strategy group as follows: memory—pp. 40-43; cognitive—pp. 45-47; compensation—pp. 49-51; metacognitive—pp. 138-140; affective—143-144; social—pp. 146-147.

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